

# Grade 5 ELA Curricular Framework - Reading Workshop

## UNIT 1

Text Types: Literary and Informational  
 Writing Genres: Informative and Explanatory Writing, Narrative Writing  
 Unit Pacing: 1st Marking Period - **Beginning of September - Beginning of November**  
 Unit of Study: **Interpretation Book Clubs: Analyzing Themes (Grade 5, Unit 1)**

### READING

#### Critical Knowledge and Skills

*\*Italicized - spiraling skills throughout units*

**\*Bold - Focus skills of this unit**

#### RL.5.1

- Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read
- Make personal connections, make connections to other texts, and/or make global connections when relevant
- Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text

#### RL.5.2

- Identify the key details in a text
- Analyze the actions and thoughts of characters or speakers in texts, looking for patterns
- Identify the theme of the text
- Determine central message or theme

#### RL.5.3

- Examine texts to find similarities and differences, focusing on characters, setting, events, individuals, ideas, and concepts
- Refer to specific details in the text when finding the similarities and differences between two or more characters, individuals, settings, ideas, concepts, or events

### WRITING

#### Critical Knowledge & Skills

*\*Italicized - spiraling skills throughout units*

**\*Bold - Focus skills of this unit**

#### W.5.1.A, B, C, D

- Distinguish fact from opinions
- Organize text by using a specific organizational structure(i.e.: cause/effect chronological order, etc)
- Group supporting details to support the writer's purpose
- Introduce a topic or text clearly
- State an opinion to be supported with evidence
- Write a thesis statement to focus the writing
- Organize ideas into a specific structure in which ideas are logically grouped to support the writer's purpose
- Logically order reasons that are supported by facts and details
- Quote directly from text when appropriate
- Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically)
- Provide a conclusion or section related to the opinion presented

#### W.5.4

- Produce writing that is clear and understandable to the reader
- Unpack writing tasks (type of writing assignment)
- Unpack writing purpose (the writer's designated reason for writing)

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<p><b>RL.5.4</b></p> <ul style="list-style-type: none"><li>• Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)</li><li>• Identify metaphors and similes</li><li>• Analyze similes and metaphors in text and how it impacts the reader</li></ul> <p><b>RL.5.5</b></p> <ul style="list-style-type: none"><li>• Identify how a text is organized (i.e.: chronological, comparative, cause/effect, etc)</li><li>• Explain how the text organization (i.e.: chapters, scenes, stanzas, concepts, ideas, events) fit into the overall structure of a text</li></ul> <p><b>RL.5.6</b></p> <ul style="list-style-type: none"><li>• Identify the narrator's point of view</li><li>• Explain how the point of view impacts the events in the text</li></ul> <p><b>RL.5.7</b></p> <ul style="list-style-type: none"><li>• Synthesize information from multiple sources</li><li>• Use media efficiently to answer questions and to solve problems</li></ul> <p><b>RL.5.9</b></p> <ul style="list-style-type: none"><li>• Find similarities and differences in themes and topics when reading stories of the same genre</li><li>• Connect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge)</li><li>• Identify the similarities and differences in the structure (e.g., the quest) of various traditional texts (e.g. stories, myths, and traditional literature from different cultures)</li></ul> <p><b>RL.5.10</b></p> <ul style="list-style-type: none"><li>• Read and understand a wide range of literary texts within the grade text level efficiently by the end of the year</li><li>• Develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts</li><li>• Read texts with scaffolding as needed</li></ul>	<ul style="list-style-type: none"><li>• Focus the organization and development of a topic to reflect the task and purpose</li></ul> <p><b>W.5.5</b></p> <ul style="list-style-type: none"><li>• Practice revising and editing skills</li><li>• Change word choice and sentence structure in writing to strengthen the piece</li><li>• Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing</li><li>• Recognize spelling, grammar, and punctuation errors</li><li>• Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)</li></ul> <p><b>W.5.6</b></p> <ul style="list-style-type: none"><li>• Use digital tools to collaborate on written works</li><li>• Ask for guidance when appropriate</li><li>• Use technology for producing and publishing writing, and collaborating with others</li><li>• Demonstrate keyboarding skills</li></ul> <p><b>W.5.7</b></p> <ul style="list-style-type: none"><li>• Research a topic through investigation of the topic</li><li>• Explore a topic in greater detail by developing a research question that helps bring focus to the topic</li><li>• Gather information from multiple sources to support a topic</li><li>• Select relevant information from texts to support main ideas or claims</li><li>• Group like ideas to organize writing</li></ul> <p><b>W.5.10</b></p> <ul style="list-style-type: none"><li>• Produce numerous pieces of writing over various time frames</li><li>• Develop skills in research</li><li>• Reflect on the choices made while writing</li><li>• Reflect on and revise writing</li><li>• Develop a topic related to the content area they are writing about to reflect task, audience, and purpose</li></ul>
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<p><b>RI.5.2</b></p> <ul style="list-style-type: none"> <li>Summarize the key points of a text</li> <li>Identify details to support the main idea</li> <li>Identify at least two main ideas in informational texts</li> <li>Explain how the author supports main ideas in informational text with key details</li> </ul> <p><b>RF.5.4</b></p> <ul style="list-style-type: none"> <li>Use various strategies to understand text and read with purpose</li> <li>Accurately read grade-level poetry and prose aloud</li> <li>Use an appropriate rate and expression when reading aloud</li> <li>Use various strategies to support word recognition and understanding</li> <li>Reread texts when appropriate to support increased accuracy, fluency, and comprehension</li> </ul>	
<p style="text-align: center;"><b>LANGUAGE</b> Critical Knowledge &amp; Skills <i>*Italicized</i> - spiraling skills throughout units <b>*Bold</b> - Focus skills of this unit</p>	<p style="text-align: center;"><b>SPEAKING AND LISTENING</b> Critical knowledge and Skills <i>*Italicized</i> - spiraling skills throughout units <b>*Bold</b> - Focus skill of this unit</p>
<p><b>L.5.1</b></p> <ul style="list-style-type: none"> <li>Define conjunctions, prepositions, and interjections</li> <li>Identify conjunctions, prepositions, and interjections in sentences</li> <li>Explain the purpose of conjunctions, prepositions, and interjections in sentences</li> <li>Identify the tense of verbs</li> <li>Identify perfect verb tenses in writing</li> <li>Conjugate verbs using the perfect verb tenses</li> </ul> <p><b>L.5.2</b></p> <ul style="list-style-type: none"> <li>Define and identify items in a series</li> </ul>	<p><b>SL.5.1A,B,C,D</b></p> <ul style="list-style-type: none"> <li>Use previous knowledge to expand discussions about a topic</li> <li>Engage in conversations about grade-appropriate topics and texts</li> <li>Participate in a variety of rich, structured conversations</li> <li>Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer</li> <li>Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)</li> </ul>

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- Separate items in a series using appropriate punctuation
- Spell grade-appropriate words correctly
- Use references as needed to aid in spelling

### L.5.3

- Identify sentences in writing that need revision
- Revise writing by expanding, combining, and reducing sentences
- Determine similarities and differences in the presentation of English used in stories

### L.5.4

- Decipher the meanings of words and phrases by using sentence context
- Identify the purpose and use of glossaries and dictionaries
- Determine the structure of glossaries and dictionaries
- Use both print and digital glossaries and dictionaries to define and clarify words

### L.5.5

- Identify similes and metaphors in text
- Infer the meaning of simple similes and metaphors
- Identify idioms, adages, and proverbs in text
- Explain the meaning of common idioms, adages, and proverbs
- Determine synonyms and antonyms of words to show meaning
- Identify and explain the difference in meanings in related words, like homographs

### L.5.6

- Use 5th grade vocabulary fluently when discussing academic or domain-specific topics
- Choose the most accurate word when describing contrast, addition, or other relationships
- Choose the most accurate word when discussing a particular topic
- Use knowledge of conjunctions to broaden vocabulary

### SL.5.6

- Speak for a variety of purposes
- Distinguish between formal and informal discourse

**ASSESSMENTS & RESOURCES**

**TECHNOLOGY INTEGRATION**

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Dependent on [Assessment Calendar](#)

### ADDITIONAL ASSESSMENTS

- TC Unit Pre/Post Assessment
- Measuring Up Reading Benchmark
- Fountas & Pinnell Benchmark Reading Assessment
- Running Records
- Teacher created, standards based assessments
- Teacher Observation

Resources:

<https://www.heinemann.com>

Mentor Texts (novels and short texts)

- *Lucy Calkins Writing Workshop*
- *Lucy Calkins Reading Workshop*
- *Home of the Brave*
- *One and Only Ivan*
- *Wonder*
- *Rules*
- *Frindle*
- *Loser*
- *Lemonade War*
- *Esperanza Rising*
- *Maniac Magee*
- *Fighting Ground*
- *Hatchet*
- *Walk Two Moons*
- *Out of My Mind*
- *Stink: The Incredible Shrinking Kid*
- *Holes*

The link below contains titles listed by grade level that are excellent examples of books that reflect African and African-American characters in positive, authentic ways:

The following programs, websites, and resources are integrated throughout each unit to give students the opportunity to use technology to read, research, write, and practice learned skills.

- Google Classroom
- Google Docs
- Google Slides
- SeeSaw
- Raz-Kids
- Learning Ally
- Reading A-Z
- Readworks
- Newsela
- BrainPop
- Storyworks
- Freckle
- Superscience

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### [The Amistad Commission's Literacy Components for Primary Grades](#)

The links below contain resources from the NJDOE Holocaust Commission on teaching about Holocaust/Genocide, Prejudice, and Bullying:

### [Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL \(K-5\)](#)

### [Caring Makes a Difference: K- 4 Lessons on Friendship, Respect, and Tolerance](#)

### **HPE Resources for Brain Breaks: Must total no less than 30 minutes/wk**

- Go Noodle - <https://www.gonoodle.com/>
- Just Dance - <https://justdancenow.com/>
- Yoga poses - <https://www.yogajournal.com/poses/yoga-for/kids>

## INTERDISCIPLINARY / 21st CENTURY CONNECTIONS

*Interdisciplinary connections may include but are not limited to:*

### ***Readers' Theater and dramatic readings of writing pieces incorporating the following standards:***

VPA.1.1.5.C.1 Evaluate the characteristics of a well-made play in a variety of scripts and performances.

VPA.1.1.5.C.2 Interpret the relationship between the actor's physical and vocal choices and an audience's perception of character development by identifying examples of vocal variety, stage business, concentration, and focus.

VPA.1.1.5.C.3 Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created.

VPA.1.1.5.C.4 Explain the sensory recall and apply it to character development.

VPA.1.3.5.C.1 Create original plays using script-writing formats that include stage directions and technical theatrical elements, demonstrating comprehension of the elements of theater and story construction.

VPA.1.3.5.C.2 Demonstrate how active listening skills, vocal variety, physical expression, stage business, sensory recall, concentration, and focus affect meaning in scripted and improvised performances.

9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

HPE 2.5.6.A.1 Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities)

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- HPE 2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments
- HPE 2.5.6.A.3 Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).
- HPE 2.5.6.A.4 Use self-evaluation and external feedback to detect and correct errors in one's movement performance.
- HPE 2.6.6.A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity
- HPE 2.6.6.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness

### 21st Century Skills: Career Ready Practice Standards:

CRP1, CRP2, CRP4, CRP7, CRP8, CRP11, CRP12

*\*Additional interdisciplinary connections to be determined during 2020-2021 Curriculum Development Periods\**

### KEY VOCABULARY

*Key vocabulary may include but are not limited to:*

**theme, main idea, point of view, fact/opinion, inference, figurative/academic/domain-specific language, conjunction, interjection, preposition**

*Additional Vocabulary To be determined during 2020-2021 Curriculum Development Periods*

### GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> <li>• <a href="#">WIDA Can Do Descriptors for Grades 4-5*</a></li> <li>• <a href="#">WIDA Essential Actions Handbook</a></li> <li>• <a href="#">FABRIC Paradigm</a></li> <li>• <a href="#">Wall Township ESL Grading Protocol</a></li> </ul> <p>*Use WIDA Can Do Descriptors in coordination with <a href="#">Student Language Portraits (SLPs)</a>.</p> <p><b>Potential Accommodations for ELLs</b></p> <ul style="list-style-type: none"> <li>• Personal glossary</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">New Jersey Tiered System of Supports</a></li> <li>• <a href="#">National Center on Universal Design for Learning - About UDL</a></li> <li>• <a href="#">UDL Checklist</a></li> <li>• <a href="#">UDL Key Terms</a></li> </ul> <p>Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is</p>	<ul style="list-style-type: none"> <li>• <a href="#">Knowledge and Skill Standards in Gifted Education for All Teachers</a></li> <li>• <a href="#">Pre-K-Grade 12 Gifted Programming Standards</a></li> <li>• <a href="#">Gifted Programming Glossary of Terms</a></li> </ul> <p><b>Potential Accommodations for Advanced Learners</b></p> <ul style="list-style-type: none"> <li>• Use of high level academic vocabulary/texts</li> <li>• Problem-based learning</li> </ul>

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<ul style="list-style-type: none"> <li>● Text-to-speech</li> <li>● Extended time</li> <li>● Simplified / verbal instructions</li> <li>● Frequent breaks</li> <li>● Small group/One to one</li> <li>● Additional time</li> <li>● Review of directions</li> <li>● Student restates information</li> <li>● Extra visual and verbal cues and prompts</li> <li>● Preferential seating</li> <li>● Verbal and visual cues regarding directions and staying on task</li> <li>● Checklists</li> <li>● Immediate feedback</li> </ul>	<p>differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.</p> <p style="text-align: center;"><b>Potential Accommodations for Special Education</b></p> <p><b>Presentation accommodations:</b></p> <ul style="list-style-type: none"> <li>● Listen to audio recordings instead of reading text</li> <li>● Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge</li> <li>● Work with fewer items per page and/or materials in a larger print size</li> <li>● Use a visual blocker</li> <li>● Use visual presentations of verbal material, such as word webs and visual organizers</li> <li>● Be given a written list of instructions/picture cues</li> </ul> <p><b>Response accommodations:</b></p> <ul style="list-style-type: none"> <li>● Give responses in a form (oral or written) that's easier for him/her</li> <li>● Dictate answers to a scribe</li> <li>● Capture responses on an audio recorder</li> <li>● Use a spelling dictionary or electronic spell-checker</li> <li>● Use a word processor to give responses in class</li> </ul> <p><b>Setting accommodations:</b></p> <ul style="list-style-type: none"> <li>● Work or take a test in a different setting, such as a quiet room with few distractions</li> <li>● Sit where he/she learns best (for example, near the teacher)</li> <li>● Take a test in small group setting</li> </ul> <p><b>Timing accommodations:</b></p> <ul style="list-style-type: none"> <li>● Take more time to complete a task or a test</li> <li>● Have extra time to process oral information and directions</li> <li>● Take frequent breaks, such as after completing a task</li> </ul> <p><b>Assignment modifications:</b></p> <ul style="list-style-type: none"> <li>● Complete fewer or different homework problems than peers</li> <li>● Shorten assignment</li> </ul>	<ul style="list-style-type: none"> <li>● Pre-assess to condense curriculum</li> <li>● Interest-based research</li> <li>● Authentic problem-solving</li> <li>● Homogeneous grouping opportunities</li> </ul>
		<p><b>Students with 504 Plans</b></p>
		<p>Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.</p>



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- Answer fewer or different test questions
- Create alternate projects or assignments

### At Risk Learners / Differentiation Strategies

Alternative Assessments  
Choice Boards  
Games and Tournaments  
Group Investigations  
Guided Reading  
Learning Contracts  
Leveled Rubrics  
Literature Circles  
Multiple Texts  
Use of Collaboration of Various Activities  
Work Alone/Together

Independent Research & Projects  
Multiple Intelligence Options  
Project-Based Learning  
Varied Supplemental Activities  
Varied Journal Prompts or RAFT Writing  
Tiered Activities/Assignments  
Tiered Products  
Graphic Organizers  
Choice of Books/Activities  
Mini-Workshops to Reteach or Extend  
Think-Pair-Share by readiness or interest

Jigsaw  
Think-Tac-Toe  
Cubing Activities  
Exploration by Interest  
Flexible Grouping  
Goal-Setting with Students  
Homework Options  
Open-Ended Activities  
Use of Reading Buddies  
Varied Product Choices  
Stations/Centers

### READING - Instructional Best Practices

**RL.5.1, RL.5.2, RL.5.3, RL.5.4** - Notice & Note by Beers & Probst, introduces 6 signposts that alert readers to significant moments in their reading that signal them to read closely. This helps create attentive readers who look closely at a text, and interpret it responsibly and rigorously, then reflect on what it means to them (<https://www.heinemann.com/products/e04693.aspx>)

- [Notice & Notice - Fiction Signposts](#)
- [Notice & Notice Signpost Rubric](#)

#### Unit 1 Read Aloud - Home of the Brave by Katherine Applegate

**RL.5.2** - As Kek awaits word of his mother's fate, he weathers the tough Minnesota winter by finding warmth in his new friendships, strength in his memories, and belief in his new country.

[Home of the Brave Novel Study](#)

[Home of the Brave Interdisciplinary Lessons](#)

End of Unit Project: Research on how the US is aiding Sudan, fundraise to support the efforts in Sudan

#### **Additional Shared/Whole Group Novels**

The suggested novels can be used as mentor texts in addition to/in place of short texts when applicable. The best practice ideas listed below are high interest suggestions for end of novel projects that incorporate multiple ELA skills/strategies.

**Rules** by Cynthia Lord (fiction)

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**-Synopsis:** Rules is the story of a twelve-year-old girl named Catherine, who is torn between caring for her autistic brother David and finding her own place in life.

**-Focuses on:**

- character analysis
- theme
- symbolism
- point of view

**-Project Ideas:**

-Interactive Notebook Novel Study: [https://docs.google.com/presentation/d/1BOreoTt3Alp1z2xsNxftlktcl.dcwZ9zSB\\_b0WFYWRvU/edit?usp=sharing](https://docs.google.com/presentation/d/1BOreoTt3Alp1z2xsNxftlktcl.dcwZ9zSB_b0WFYWRvU/edit?usp=sharing)

-Character Analysis: <https://docs.google.com/presentation/d/1-IXleugGNTk7uUkDRStqO8l6CDa6q1FVlwsDaASUE/edit?usp=sharing>

**Fighting Ground** by Avi (historical fiction)

**-Synopsis:** The Fighting Ground is a 1984 young adult historical fiction novel written by Edward Irving Wortis, under his pen name, Avi. The book is about the disillusioning experience of a young teenager who runs away to fight in the American Revolutionary War. The novel covers two days, 3 to 4 April 1778.

**-Focuses on:**

- character analysis
- theme
- symbolism
- point of view

**-Project Ideas:**

-Interactive Notebook Novel Study: <https://docs.google.com/presentation/d/166LxF9wu76a8fVAALnajibXqNCmqmzSX9w0jAQs4NzE/edit?usp=sharing>

**Maniac Magee** by Jerry Spinelli (fiction)

**-Synopsis:** Maniac Magee is a novel written by American author Jerry Spinelli and published in 1990. Exploring themes of racism and inequality, it follows the story of an orphan boy looking for a home in the fictional town of Two Mills. Two Mills is harshly segregated between the East and West, blacks and whites.

**-Focuses on:**

- character analysis
- theme
- symbolism
- point of view
- tone/mood

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### -Project Ideas:

-tone/mood: <https://docs.google.com/presentation/d/1rSMPd1KedklnGJ2CLfdliVSAefDzrjm7MusA-gZSVJU/edit?usp=sharing>

-interactive notebook/novel study: <https://docs.google.com/presentation/d/1BWNfXjwooivTSFhYrRI1XLAXTpFCIDydxWzthra1Fjo/edit?usp=sharing>

**Character Analysis (types of conflict):** <https://docs.google.com/presentation/d/1IbcZQfYKOvUm3WsmBQycwAjFSzfKjoWTplTcTbodpxM/edit?usp=sharing>

### WRITING - Instructional Best Practices

#### W.5.4

- Produce writing that is clear and understandable to the reader
- Unpack writing tasks (type of writing assignment)
- Unpack writing purpose (the writer's designated reason for writing)
- Focus the organization and development of a topic to reflect the task and purpose

Character Analysis: Students choose a character from one of the shared class novels/mentor texts and a character from their independent novel to compare and contrast primarily focusing on character traits and how these characters changed over time due the events of the texts. This is a good way to introduce theme and even the concept of a literary analysis

Theme: <https://docs.google.com/presentation/d/1WddeD8aS1P7TZgCMFzMSxYy6xImNXxoWJMY275rUfRQ/edit?usp=sharing>.

### LANGUAGE - Instructional Best Practices

#### L.5.3

- Identify sentences in writing that need revision (Heinemann Online Resources: Unit 1 Session 4)

## Grade 5 ELA Curricular Framework - Reading Workshop

### UNIT 2

Text Types: Literary and Informational  
 Writing Genres: Informative and Explanatory Writing, Narrative Writing  
 Unit Pacing: 2nd Marking Period - **Beginning of November - Middle of January**  
 TC Unit of Study: **Tackling Complexity: Moving Up Levels of Nonfiction (Grade 5, Unit 2)**

#### READING

##### Critical Knowledge and Skills

*\*Italicized* - spiraling skills throughout units

**\*Bold** - Focus skills of this unit

##### *RL.5.1/RI.5.1*

- *Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read*
- *Make personal connections, make connections to other texts, and/or make global connections when relevant*
- *Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text*

##### *RL.5.2*

- *Identify the key details in a text*
- *Analyze the actions and thoughts of characters or speakers in texts, looking for patterns*
- *Identify the theme of the text*
- *Determine central message or theme*

##### **RI.5.2**

- **Summarize the key points of a text**
- **Identify details to support the main idea**
- **Identify at least two main ideas in informational texts**
- **Explain how the author supports main ideas in informational text with key details**

#### WRITING

##### Critical Knowledge & Skills

*\*Italicized* - spiraling skills throughout units

**\*Bold** - Focus skills of this unit

##### *W.5.2.A, B, C, D, E*

- **Organize ideas using various strategies**
- **Introduce a topic clearly**
- **Compose a clear thesis statement**
- **Provide a general observation and focus**
- **Group related information logically**
- **Use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate**
- **Purposefully select information to develop the topic**
- **Link ideas within paragraphs and sections of information**
- **Use transitional words, phrases, and clauses**
- **Select specific language and vocabulary to convey ideas and information**
- **Write a conclusion that is related to the information or explanation**

##### *W.5.4*

- *Produce writing that is clear and understandable to the reader*
- *Unpack writing tasks (type of writing assignment)*
- *Unpack writing purpose (the writer's designated reason for writing)*
- *Focus the organization and development of a topic to reflect the task and purpose*

## Grade 5 ELA Curricular Framework - Reading Workshop

### RI.5.3

- Identify the relationships or interactions between people, places and ideas in text
- Explain the relationship to analyze the text

### RI.5.4

- Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)
- Identify metaphors and similes
- Analyze similes and metaphors in text and how it impacts the reader

### RI.5.5

- Find the similarities and differences in the structure of two or more texts
- Determine the impact of the structure on text meaning

### RI.5.6

- Discuss the similarities and differences unique to the various perspectives presented in text
- Give descriptions about how the information is presented for each perspective

### RI.5.7

- Read texts closely to determine the main ideas and important details
- Synthesize information from multiple sources
- Use media efficiently to answer questions and to solve problems

### RI.5.8

- Identify the points or claims an author makes in a text
- Identify reasons and evidence for those points or claims made
- Prove each point with evidence from the text
- Explain how an author uses proof to support a point in the text

### RI.5.9

- Find similarities and differences in themes and topics when reading stories of the same genre

### W.5.5

- Practice revising and editing skills
- Change word choice and sentence structure in writing to strengthen the piece
- Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing
- Recognize spelling, grammar, and punctuation errors
- Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)

### W.5.6

- Use digital tools to collaborate on written works
- Ask for guidance when appropriate
- Use technology for producing and publishing writing, and collaborating with others
- Demonstrate keyboarding skills

### W.5.8

- Locate information from print and digital sources
- Integrate information from personal experiences
- Include a list of sources used
- Take notes on information gathered from the sources to support the topic
- Synthesize information to avoid plagiarism
- Organize information into categories

### W.5.10

- Produce numerous pieces of writing over various time frames
- Develop skills in research
- Reflect on the choices made while writing
- Reflect on and revise writing
- Develop a topic related to the content area they are writing about to reflect task, audience, and purpose

## Grade 5 ELA Curricular Framework - Reading Workshop

<ul style="list-style-type: none"> <li>● <b>Connect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge)</b></li> <li>● <b>Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject</b></li> </ul> <p><i>RF.5.3.A</i></p> <ul style="list-style-type: none"> <li>● <i>Identify specific strategies for decoding words in texts</i></li> <li>● <i>Apply the specific strategies for decoding and spelling multisyllabic words</i></li> </ul> <p><i>RF.5.4.A, B, C</i></p> <ul style="list-style-type: none"> <li>● <i>Use various strategies to understand text and read with purpose</i></li> <li>● <i>Accurately read grade-level poetry and prose aloud</i></li> <li>● <i>Use an appropriate rate and expression when reading aloud</i></li> <li>● <i>Use various strategies to support word recognition and understanding</i></li> <li>● <i>Reread texts when appropriate to support increased accuracy, fluency, and comprehension</i></li> </ul>	
<p><b>LANGUAGE</b>  <b>Critical Knowledge &amp; Skills</b>  <i>*Italicized - spiraling skills throughout units</i>  <b>*Bold - Focus skills of this unit</b></p>	<p><b>SPEAKING AND LISTENING</b>  <b>Critical knowledge and Skills</b>  <i>*Italicized - spiraling skills throughout units</i>  <b>*Bold - Focus skill of this unit</b></p>
<p><b>L.5.1.A, C</b></p> <ul style="list-style-type: none"> <li>● <i>Define conjunctions, prepositions, and interjections</i></li> <li>● <i>Identify conjunctions, prepositions, and interjections in sentences</i></li> <li>● <i>Explain the purpose of conjunctions, prepositions, and interjections in sentences</i></li> <li>● <b>Identify the tense of verbs describe time, sequences, states, and conditions in reading</b></li> <li>● <b>Convey various times, sequences, states, and conditions using verb tenses in writing</b></li> </ul> <p><b>L.5.2.B, E</b></p>	<p><b>SL.5.1A,B,C,D</b></p> <ul style="list-style-type: none"> <li>● <i>Use previous knowledge to expand discussions about a topic</i></li> <li>● <i>Engage in conversations about grade-appropriate topics and texts</i></li> <li>● <i>Participate in a variety of rich, structured conversations</i></li> <li>● <i>Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer</i></li> <li>● <i>Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas</i></li> </ul>

## Grade 5 ELA Curricular Framework - Reading Workshop

<ul style="list-style-type: none"> <li>● Outline comma rules for setting off introductory words and phrases, the words <i>yes</i> and <i>no</i>, tag questions, and direct address</li> <li>● Identify introductory words and phrases</li> <li>● Separate an introductory element from the rest of the sentence by using commas</li> <li>● <i>Spell grade-appropriate words correctly</i></li> <li>● <i>Use references as needed to aid in spelling</i></li> </ul> <p><b>L.5.3.A, B</b></p> <ul style="list-style-type: none"> <li>● Identify sentences in writing that need revision</li> <li>● Revise writing by expanding, combining, and reducing sentences</li> <li>● Determine similarities and differences in the presentation of English used in stories</li> </ul> <p><b>L.5.4.A, C</b></p> <ul style="list-style-type: none"> <li>● <i>Decipher the meanings of words and phrases by using sentence context</i></li> <li>● <i>Identify the purpose and use of glossaries and dictionaries</i></li> <li>● <i>Determine the structure of glossaries and dictionaries</i></li> <li>● <i>Use both print and digital glossaries and dictionaries to define and clarify words</i></li> </ul> <p><b>L.5.6</b></p> <ul style="list-style-type: none"> <li>● <i>Use 5th grade vocabulary fluently when discussing academic or domain-specific topics</i></li> <li>● <i>Choose the most accurate word when describing contrast, addition, or other relationships</i></li> <li>● <i>Choose the most accurate word when discussing a particular topic</i></li> <li>● <i>Use knowledge of conjunctions to broaden vocabulary</i></li> </ul>	<p><i>to the speaker’s idea, sharing the floor, etc)</i></p> <p><b>SL.5.2</b></p> <ul style="list-style-type: none"> <li>● Identify the key points and supporting details of a text presented orally</li> <li>● Summarize a written text read aloud or information presented in multiple formats using commas</li> <li>● Spell grade-appropriate words correctly</li> <li>● Use references as needed to aid in spelling</li> <li>● Use knowledge of conjunctions to broaden vocabulary</li> </ul> <p><b>SL.5.3</b></p> <ul style="list-style-type: none"> <li>● Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence</li> </ul> <p><b>SL.5.6</b></p> <ul style="list-style-type: none"> <li>● <i>Speak for a variety of purposes</i></li> <li>● <i>Distinguish between formal and informal discourse</i></li> <li>● <i>Adapt speech to a variety of contexts and tasks</i></li> </ul>
<p><b>ASSESSMENTS &amp; RESOURCES</b></p>	<p><b>TECHNOLOGY INTEGRATION</b></p>
<p style="text-align: center;"><i>Dependent on <a href="#">Assessment Calendar</a></i></p> <p><b>ADDITIONAL ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>● TC Unit Pre/Post Assessment</li> <li>● Measuring Up Reading Benchmark</li> </ul>	<p>The following programs, websites, and resources are integrated throughout each unit to give students the opportunity to use technology to read, research, write, and practice learned skills.</p> <ul style="list-style-type: none"> <li>● Google Classroom</li> <li>● Google Docs</li> <li>● Google Slides</li> </ul>

## Grade 5 ELA Curricular Framework - Reading Workshop

- Fountas & Pinnell Benchmark Reading Assessment
- Running Records
- Teacher created, standards based assessments
- Teacher Observation

### Resources:

<https://www.heinemann.com>

### Teacher Resources:

- *Lucy Calkins Reading Workshop*
- *Lucy Calkins Writing Workshop*

### Read-Aloud Texts

- *When Lunch Fights Back: Wickedly Clever Animal Defenses* by Rebecca Johnson (Lerner Publishing)
- *Alien Deep: Revealing the Mysterious Living World at the Bottom of the Ocean* by Bradley Hague (National Geographic)
- *Extreme Laboratories* by Ann Squire (Scholastic)
- *Scientists in the Field* series (Houghton Mifflin Harcourt)

### Demonstration Texts

- ***Bats!* by Nicole Iorio (TIME for Kids, HarperCollins)** (or any lower level nonfiction text where the main idea is simply stated in the heading or topic sentence)
- **“The Amazing Octopus”** by Anna Gratz Cockerille [Heinemann Online Resources](#)
- **“Ready New York: NYC in an Emergency”** video [Heinemann Online Resources](#)
- **“Earthquake Alert”** from **Super Science Magazine (September 2014)** (or any other article that has many related text features on the same page for students to figure out how they connect to the whole)
- ***How People Learn: Brain, Mind, Experience, and School* by Committee on Developments in the Science of Learning (National Academy Press)** (or another nonfiction text to demonstrate the teaching point)

- SeeSaw
- Raz-Kids
- Learning Ally
- Reading A-Z
- Readworks
- Newsela
- BrainPop
- Storyworks
- Freckle
- Superscience



## Grade 5 ELA Curricular Framework - Reading Workshop

- “Six Reading Habits to Develop in Your First Year at Harvard” from the Harvard Library website [Heinemann Online Resources](#)
- “Hagfish Slime Could Be Eco-Friendly Fabric” by Rachel Kaufman (National Geographic) [Heinemann Online Resources](#)

### *Suggested Texts and Resources:*

- Farewell speech by Lou Gehrig
- “You Make Your Own Future” speech by Barack Obama
- Speech to the United Nations by Malala Yousafzai

The link below contains titles listed by grade level that are excellent examples of books that reflect African and African-American characters in positive, authentic ways:

### [The Amistad Commission’s Literacy Components for Primary Grades](#)

The links below contain resources from the NJDOE Holocaust Commission on teaching about Holocaust/Genocide, Prejudice, and Bullying:

### [Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL \(K-5\)](#)

### [Caring Makes a Difference: K- 4 Lessons on Friendship, Respect, and Tolerance](#)

### **HPE Resources for Brain Breaks: Must total no less than 30 minutes/wk**

- Go Noodle - <https://www.gonoodle.com/>
- Just Dance - <https://justdancenow.com/>
- Yoga poses - <https://www.yogajournal.com/poses/yoga-for/kids>

## INTERDISCIPLINARY / 21st CENTURY CONNECTIONS

*Interdisciplinary connections may include but are not limited to:*

### **Readers’ Theater and dramatic readings of writing pieces incorporating the following standards:**

VPA.1.1.5.C.1 Evaluate the characteristics of a well-made play in a variety of scripts and performances.

## Grade 5 ELA Curricular Framework - Reading Workshop

VPA.1.1.5.C.2 Interpret the relationship between the actor's physical and vocal choices and an audience's perception of character development by identifying examples of vocal variety, stage business, concentration, and focus.

VPA.1.1.5.C.3 Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created.

VPA.1.1.5.C.4 Explain the sensory recall and apply it to character development.

VPA.1.3.5.C.1 Create original plays using script-writing formats that include stage directions and technical theatrical elements, demonstrating comprehension of the elements of theater and story construction.

VPA.1.3.5.C.2 Demonstrate how active listening skills, vocal variety, physical expression, stage business, sensory recall, concentration, and focus affect meaning in scripted and improvised performances.

9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

HPE 2.5.6.A.1 Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities)

HPE 2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments

HPE 2.5.6.A.3 Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).

HPE 2.5.6.A.4 Use self-evaluation and external feedback to detect and correct errors in one's movement performance.

HPE 2.6.6.A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity

HPE 2.6.6.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness

### 21st Century Skills: Career Ready Practice Standards:

CRP1, CRP2, CRP4, CRP7, CRP8, CRP11, CRP12

*\*Additional interdisciplinary connections to be determined during 2020-2021 Curriculum Development Periods\**

### KEY VOCABULARY

*Key vocabulary may include but are not limited to:*  
**text structure, theme, synthesize, plagiarism, verb tense**

*Additional Vocabulary To be determined during 2020-2021 Curriculum Development Periods*

## Grade 5 ELA Curricular Framework - Reading Workshop

### GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> <li>● <a href="#">WIDA Can Do Descriptors for Grades 4-5*</a></li> <li>● <a href="#">WIDA Essential Actions Handbook</a></li> <li>● <a href="#">FABRIC Paradigm</a></li> <li>● <a href="#">Wall Township ESL Grading Protocol</a></li> </ul> <p>*Use WIDA Can Do Descriptors in coordination with <a href="#">Student Language Portraits (SLPs)</a>.</p> <p><b>Potential Accommodations for ELLs</b></p> <ul style="list-style-type: none"> <li>● Personal glossary</li> <li>● Text-to-speech</li> <li>● Extended time</li> <li>● Simplified / verbal instructions</li> <li>● Frequent breaks</li> <li>● Small group/One to one</li> <li>● Additional time</li> <li>● Review of directions</li> <li>● Student restates information</li> <li>● Extra visual and verbal cues and prompts</li> <li>● Preferential seating</li> <li>● Verbal and visual cues regarding directions and staying on task</li> <li>● Checklists</li> <li>● Immediate feedback</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">New Jersey Tiered System of Supports</a></li> <li>● <a href="#">National Center on Universal Design for Learning - About UDL</a></li> <li>● <a href="#">UDL Checklist</a></li> <li>● <a href="#">UDL Key Terms</a></li> </ul> <p>Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.</p> <p><b>Potential Accommodations for Special Education</b></p> <p><b>Presentation accommodations:</b></p> <ul style="list-style-type: none"> <li>● Listen to audio recordings instead of reading text</li> <li>● Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge</li> <li>● Work with fewer items per page and/or materials in a larger print size</li> <li>● Use a visual blocker</li> <li>● Use visual presentations of verbal material, such as word webs and visual organizers</li> <li>● Be given a written list of instructions/picture cues</li> </ul> <p><b>Response accommodations:</b></p> <ul style="list-style-type: none"> <li>● Give responses in a form (oral or written) that's easier for him/her</li> <li>● Dictate answers to a scribe</li> <li>● Capture responses on an audio recorder</li> <li>● Use a spelling dictionary or electronic spell-checker</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Knowledge and Skill Standards in Gifted Education for All Teachers</a></li> <li>● <a href="#">Pre-K-Grade 12 Gifted Programming Standards</a></li> <li>● <a href="#">Gifted Programming Glossary of Terms</a></li> </ul> <p><b>Potential Accommodations for Advanced Learners</b></p> <ul style="list-style-type: none"> <li>● Use of high level academic vocabulary/texts</li> <li>● Problem-based learning</li> <li>● Pre-assess to condense curriculum</li> <li>● Interest-based research</li> <li>● Authentic problem-solving</li> <li>● Homogeneous grouping opportunities</li> </ul> <p><b>Students with 504 Plans</b></p> <p>Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.</p>

## Grade 5 ELA Curricular Framework - Reading Workshop

	<ul style="list-style-type: none"> <li>• Use a word processor to give responses in class</li> </ul> <p><b>Setting accommodations:</b></p> <ul style="list-style-type: none"> <li>• Work or take a test in a different setting, such as a quiet room with few distractions</li> <li>• Sit where he/she learns best (for example, near the teacher)</li> <li>• Take a test in small group setting</li> </ul> <p><b>Timing accommodations:</b></p> <ul style="list-style-type: none"> <li>• Take more time to complete a task or a test</li> <li>• Have extra time to process oral information and directions</li> <li>• Take frequent breaks, such as after completing a task</li> </ul> <p><b>Assignment modifications:</b></p> <ul style="list-style-type: none"> <li>• Complete fewer or different homework problems than peers</li> <li>• Shorten assignment</li> <li>• Answer fewer or different test questions</li> <li>• Create alternate projects or assignments</li> </ul>	
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### At Risk Learners / Differentiation Strategies

<p>Alternative Assessments Choice Boards Games and Tournaments Group Investigations Guided Reading Learning Contracts Leveled Rubrics Literature Circles Multiple Texts Use of Collaboration of Various Activities Work Alone/Together</p>	<p>Independent Research &amp; Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Varied Journal Prompts or RAFT Writing Tiered Activities/Assignments Tiered Products Graphic Organizers Choice of Books/Activities Mini-Workshops to Reteach or Extend Think-Pair-Share by readiness or interest</p>	<p>Jigsaw Think-Tac-Toe Cubing Activities Exploration by Interest Flexible Grouping Goal-Setting with Students Homework Options Open-Ended Activities Use of Reading Buddies Varied Product Choices Stations/Centers</p>
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### READING - Instructional Best Practices

RI.5.1, RI.5.2, RI.5.3, RI.5.4 - Notice & Note by Beers & Probst, introduces 6 signposts that alert readers to significant moments in their reading that signal them to read closely. This helps create attentive readers who look closely at a text, and interpret it responsibly and rigorously, then reflect on what it means to them (<https://www.heinemann.com/products/e04693.aspx>)

## Grade 5 ELA Curricular Framework - Reading Workshop

- [Notice & Note Nonfiction Signposts](#)
- [Nonfiction Notice & Note Student Worksheet](#)
- [Notice & Note Rubric](#)

The following options were also placed in Unit 1 (fiction) but due to the content of the novels, both could be used to explore real world issues that can be supported in various non fiction/informational texts:

**Fighting Ground** by Avi (historical fiction)

**-Synopsis:** The Fighting Ground is a 1984 young adult historical fiction novel written by Edward Irving Wortis, under his pen name, Avi. The book is about the disillusioning experience of a young teenager who runs away to fight in the American Revolutionary War. The novel covers two days, 3 to 4 April 1778.

**-Focuses on:**

- character analysis
- theme
- symbolism
- point of view

**-Project Ideas:**

-Interactive Notebook Novel Study: <https://docs.google.com/presentation/d/166LxF9wu76a8fVAALnajibXqNCmqmzSX9w0jAQs4NzE/edit?usp=sharing>

**Maniac Magee** by Jerry Spinelli (fiction)

**-Synopsis:** Maniac Magee is a novel written by American author Jerry Spinelli and published in 1990. Exploring themes of racism and inequality, it follows the story of an orphan boy looking for a home in the fictional town of Two Mills. Two Mills is harshly segregated between the East and West, blacks and whites.

**-Focuses on:**

- character analysis
- theme
- symbolism
- point of view
- tone/mood

**-Project Ideas:**

-tone/mood: <https://docs.google.com/presentation/d/1rSMPd1KedklnGJ2CLfdliVSAefDzrjm7MusA-gZSVJU/edit?usp=sharing>

-interactive notebook/novel study: <https://docs.google.com/presentation/d/1BWNfXjwooivTSFhYrRI1XLAXtpFCIDydxWzthra1Fjo/edit?usp=sharing>

**Informational Text Structure Task:** [https://docs.google.com/presentation/d/1EbQ5yR2uigo8Jpqv0E2YIT5nngM\\_\\_tbowfT\\_T5AVxKk/edit?usp=sharing](https://docs.google.com/presentation/d/1EbQ5yR2uigo8Jpqv0E2YIT5nngM__tbowfT_T5AVxKk/edit?usp=sharing)

**Main Idea/Key Details:** [https://docs.google.com/presentation/d/1gzLrCNkmdgGRTkD93b8zS0UCfIAOduuRbO\\_FuHuoBDQ/edit?usp=sharing](https://docs.google.com/presentation/d/1gzLrCNkmdgGRTkD93b8zS0UCfIAOduuRbO_FuHuoBDQ/edit?usp=sharing)

## Grade 5 ELA Curricular Framework - Reading Workshop

### **WRITING - Instructional Best Practices**

W.5.1: (Heinemann Online Resources: Unit 2, Session 17 and 18)

### **LANGUAGE - Instructional Best Practices**

L.5.2: (Heinemann Online Resources: Unit 2, Session 17 and 18)

## Grade 5 ELA Curricular Framework - Reading Workshop

### UNIT 3

Text Types: Literary and Informational  
 Writing Genres: Informative and Explanatory Writing, Narrative Writing  
 Unit Pacing: 3rd Marking Period - **Middle of January - End of March**  
 TC Unit of Study: **Argument & Advocacy - Researching Debatable Issues (Grade 5, Unit 3)**

#### READING

##### Critical Knowledge and Skills

*\*Italicized - spiraling skills throughout units*

**\*Bold - Focus skills of this unit**

##### RL.5.4

- *Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)*
- *Identify metaphors and similes*
- *Analyze similes and metaphors in text and how it impacts the reader*

##### RL.5.6

- *Identify the narrator's point of view*
- *Explain how the point of view impacts the events in the text*

##### RI.5.1

- *Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read*
- *Make personal connections, make connections to other texts, and/or make global connections when relevant*
- *Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text*

##### RI.5.2

- *Summarize the key points of a text*
- *Identify details to support the main idea*
- *Identify at least two main ideas in informational texts*

#### WRITING

##### Critical Knowledge & Skills

*\*Italicized - spiraling skills throughout units*

**\*Bold - Focus skills of this unit**

##### W.5.1

- *Distinguish fact from opinions*
- *Organize text by using a specific organizational structure (i.e.: cause/effect chronological order, etc)*
- *Group supporting details to support the writer's purpose*
- *Introduce a topic or text clearly*
- *State an opinion to be supported with evidence*
- *Write a thesis statement to focus the writing*
- *Organize ideas into a specific structure in which ideas are logically grouped to support the writer's purpose*
- *Logically order reasons that are supported by facts and details*
- *Quote directly from text when appropriate*
- *Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically)*
- *Provide a conclusion or section related to the opinion presented*

##### W.5.4

- *Produce writing that is clear and understandable to the reader*
- *Unpack writing tasks (type of writing assignment)*
- *Unpack writing purpose (the writer's designated reason for writing)*

## Grade 5 ELA Curricular Framework - Reading Workshop

- Explain how the author supports main ideas in informational text with key details

### RI.5.3

- Identify the relationships or interactions between people, places and ideas in text
- Explain the relationship to analyze the text

### RI.5.4

- Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)
- Identify metaphors and similes
- Analyze similes and metaphors in text and how it impacts the reader

### RI.5.5

- Find the similarities and differences in the structure of two or more texts
- Determine the impact of the structure on text meaning

### RI.5.6

- Discuss the similarities and differences unique to the various perspectives presented in text
- Give descriptions about how the information is presented for each perspective

### RI.5.8

- Identify the points or claims an author makes in a text
- Identify reasons and evidence for those points or claims made
- Prove each point with evidence from the text
- Explain how an author uses proof to support a point in the text

### RI.5.9

- Find similarities and differences in themes and topics when reading stories of the same genre
- Connect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge)
- Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject

### RI.5.10

- Read and understand a wide range of informational and literary texts within the grade text level efficiently by the end of the year

- Focus the organization and development of a topic to reflect the task and purpose

### W.5.6

- Use digital tools to collaborate on written works
- Ask for guidance when appropriate
- Use technology for producing and publishing writing, and collaborating with others
- Demonstrate keyboarding skills

### W.5.7

- Research a topic through investigation of the topic
- Explore a topic in greater detail by developing a research question that helps bring focus to the topic
- Gather information from multiple sources to support a topic
- Select relevant information from texts to support main ideas or claims
- Group like ideas to organize writing

### W.5.8

- Locate information from print and digital sources
- Integrate information from personal experiences
- Include a list of sources used
- Take notes on information gathered from the sources to support the topic
- Synthesize information to avoid plagi

### W.5.9

- Use reading literary and informational text to research and investigate topics
- Write a thesis statement
- Cite specific details in literary text when finding the similarities and differences between two or more characters, settings or events
- Explain how an author uses proof to support a point in informational text
- Prove each point with evidence from the text
- Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject



## Grade 5 ELA Curricular Framework - Reading Workshop

<ul style="list-style-type: none"> <li>• <i>Develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts</i></li> <li>• <i>Read texts with scaffolding as needed</i></li> </ul>	
<p style="text-align: center;"><b>LANGUAGE</b>  <b>Critical Knowledge &amp; Skills</b>  <i>*Italicized - spiraling skills throughout units</i>  <b>*Bold - Focus skills of this unit</b></p>	<p style="text-align: center;"><b>SPEAKING AND LISTENING</b>  <b>Critical knowledge and Skills</b>  <i>*Italicized - spiraling skills throughout units</i>  <b>*Bold - Focus skill of this unit</b></p>
<p><b>L.5.1</b></p> <ul style="list-style-type: none"> <li>• <i>Define conjunctions, prepositions, and interjections</i></li> <li>• <i>Identify conjunctions, prepositions, and interjections in sentences</i></li> <li>• <i>Explain the purpose of conjunctions, prepositions, and interjections in sentences</i></li> <li>• <i>Identify the tense of verbs</i></li> <li>• <i>Identify perfect verb tenses in writing</i></li> <li>• <i>Conjugate verbs using the perfect verb tenses</i></li> </ul> <p><b>L.5.2</b></p> <ul style="list-style-type: none"> <li>• <i>Define and identify items in a series</i></li> <li>• <i>Separate items in a series using appropriate punctuation</i></li> <li>• <i>Spell grade-appropriate words correctly</i></li> <li>• <i>Use references as needed to aid in spelling</i></li> </ul> <p><b>L.5.3</b></p> <ul style="list-style-type: none"> <li>• <i>Identify sentences in writing that need revision</i></li> <li>• <i>Revise writing by expanding, combining, and reducing sentences</i></li> <li>• <i>Determine similarities and differences in the presentation of English used in stories</i></li> </ul> <p><b>L.5.4</b></p> <ul style="list-style-type: none"> <li>• <i>Decipher the meanings of words and phrases by using sentence context</i></li> <li>• <i>Identify the purpose and use of glossaries and dictionaries</i></li> </ul>	<p><b>SL.5.1</b></p> <ul style="list-style-type: none"> <li>• <i>Use previous knowledge to expand discussions about a topic</i></li> <li>• <i>Engage in conversations about grade-appropriate topics and texts</i></li> <li>• <i>Participate in a variety of rich, structured conversations</i></li> <li>• <i>Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer</i></li> <li>• <i>Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)</i></li> </ul> <p><b>SL.5.2</b></p> <ul style="list-style-type: none"> <li>• <i>Identify the key points and supporting details of a text presented orally</i></li> <li>• <i>Summarize a written text read aloud or information presented in multiple formats</i></li> </ul> <p><b>SL.5.3</b></p> <ul style="list-style-type: none"> <li>• <i>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence</i></li> </ul> <p><b>SL.5.4</b></p> <ul style="list-style-type: none"> <li>• <i>Report on a topic or text, telling a story, or recounting an event in an organized, logical manner</i></li> <li>• <i>Present information orally and in coherent, spoken sentences</i></li> <li>• <i>Use an appropriate pace when presenting</i></li> <li>• <i>Present and logically support personal opinions</i></li> </ul> <p><b>SL.5.6</b></p> <ul style="list-style-type: none"> <li>• <i>Speak for a variety of purposes</i></li> </ul>

## Grade 5 ELA Curricular Framework - Reading Workshop

<ul style="list-style-type: none"> <li>• Determine the structure of glossaries and dictionaries</li> <li>• Use both print and digital glossaries and dictionaries to define and clarify words</li> </ul> <p><b>L.5.5</b></p> <ul style="list-style-type: none"> <li>• Identify similes and metaphors in text</li> <li>• Infer the meaning of simple similes and metaphors</li> <li>• Identify idioms, adages, and proverbs in text</li> <li>• Explain the meaning of common idioms, adages, and proverbs</li> <li>• Determine synonyms and antonyms of words to show meaning</li> <li>• Identify and explain the difference in meanings in related words, like homographs</li> </ul> <p><b>L.5.6</b></p> <ul style="list-style-type: none"> <li>• Use 5th grade vocabulary fluently when discussing academic or domain-specific topics</li> <li>• Choose the most accurate word when describing contrast, addition, or other relationships</li> <li>• Choose the most accurate word when discussing a particular topic</li> <li>• Use knowledge of conjunctions to broaden vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between formal and informal discourse</li> <li>• Adapt speech to a variety of contexts and tasks</li> </ul>
<p><b>ASSESSMENTS &amp; RESOURCES</b></p>	<p><b>TECHNOLOGY INTEGRATION</b></p>
<p style="text-align: center;"><i>Dependent on <a href="#">Assessment Calendar</a></i></p> <ul style="list-style-type: none"> <li>• TC Reading Unit 3 Assessments (Pre &amp; Post)</li> <li>• Conference Notes</li> <li>• Teacher Created Standards-based Assessments</li> <li>• Small Group Observations</li> <li>• Fountas &amp; Pinnell Benchmark Reading Assessment</li> <li>• Running Record Reading Assessment</li> <li>• Formative Words Their Way assessments</li> </ul> <p>Visit the online resources section of <a href="https://www.heinemann.com">https://www.heinemann.com</a> for electronic</p>	<p>The following programs, websites, and resources are integrated throughout each unit to give students the opportunity to use technology to read, research, write, and practice learned skills.</p> <ul style="list-style-type: none"> <li>• Google Classroom</li> <li>• Google Docs</li> <li>• Google Slides</li> <li>• SeeSaw</li> <li>• Raz-Kids</li> <li>• Learning Ally</li> <li>• Reading A-Z</li> <li>• Readworks</li> <li>• Newsela</li> <li>• BrainPop</li> </ul>

## Grade 5 ELA Curricular Framework - Reading Workshop

versions of each; links have been included for those resources that are not available on the Heinemann site.

### Read Aloud Texts:

- “A School Fight Over Chocolate Milk,” by Kim Severson (New York Times) Heinemann Online Resources
- “Should Schools Offer Chocolate Milk?” Heinemann Online Resources
- Straight Talk: The Truth About Food by Stephanie Paris (Teacher Created Materials)
- Food and Nutrition by Tara Koellhoffer, editor (Infobase Publishing)
- “Flavored Milk” from the American Dairy Association Mideast
- “The Hard Facts About Flavored Milk” (Jamie Oliver Food Foundation)
- “My Problem with Jamie Oliver’s War on Flavored Milk” by Bettina Elias Siegel from The Lunch Tray website  
(<http://www.thelunchtray.com/my-problem-with-jamie-olivers-war-on-flavored-milk/>)

### Demonstration Texts:

- “Vitamins and Minerals” from KidsHealth.org Heinemann Online Resources
- “Schools Ban Chocolate Milk; Kids Just Stop Drinking Milk Altogether” by Rachel Nuwer (Smithsonian) Heinemann Online Resources
- “Devoted to Dairy: An American Dairy Farmer’s Blog” Heinemann Online Resources
- “[The Hard Facts About Flavored Milk](#)” (Jamie Oliver Food Foundation)
- “It’s a Plastic World” video (www.itsaplasticworld.com) Heinemann Online Resources
- “Should Orca Shows Be Banned?” by Rebecca Zissou (Scholastic)
- “Is Bottled Water Really Better?” by Lauren Tarshis (Scholastic)
- “Top of the World” by Tenzing Norgay (Time) Heinemann Online Resources
- The Top of the World: Climbing Mount Everest by Steve Jenkins (Houghton Mifflin Harcourt) Heinemann Online Resources

- Storyworks
- Freckle
- Superscience

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- “Kids Nationwide Reject the Blackfish Agenda” from the Awesome Ocean Heinemann Online Resources  
(<http://awesomeocean.com/2014/11/24/kids-nationwide-reject-blackfish-agenda/>)
- “[California bill would ban orca shows at SeaWorld](#)” video
- [Argument & Advocacy Text Sets](#)

### Other Teaching Resources:

- Informational Reading Learning Progression - Heinemann Online Resources
- [Notice and Note: Strategies for Close Reading](#) by Kylene Beers and Bob Probst (Heinemann)
- [The Reading Strategies Book](#) by Jennifer Serravallo (Heinemann)
- [Understanding Texts & Readers](#) by Jennifer Serravallo (Heinemann)
- [Maps](#) by Aleksandra Mizielinska and Daniel Mizielinski (Candlewick Press)
- [Reading for Their Life: \(Re\)Building the Textual Lineages of African American Adolescent Males](#) by Alfred Tatum (Heinemann)
- [Teaching Reading to Black Adolescent Males](#) by Alfred Tatum (Stenhouse)

The link below contains titles listed by grade level that are excellent examples of books that reflect African and African-American characters in positive, authentic ways:

[The Amistad Commission’s Literacy Components for Primary Grades](#)

The links below contain resources from the NJDOE Holocaust Commission on teaching about Holocaust/Genocide, Prejudice, and Bullying:

[Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL \(K-5\)](#)

[Caring Makes a Difference: K- 4 Lessons on Friendship, Respect, and Tolerance](#)

## Grade 5 ELA Curricular Framework - Reading Workshop

HPE Resources for Brain Breaks: Must total no less than 30 minutes/wk

- Go Noodle - <https://www.gonoodle.com/>
- Just Dance - <https://justdancenow.com/>
- Yoga poses - <https://www.yogajournal.com/poses/yoga-for/kids>

### INTERDISCIPLINARY / 21st CENTURY CONNECTIONS

*Interdisciplinary connections may include but are not limited to:*

**Readers' Theater and dramatic readings of writing pieces incorporating the following standards:**

*VPA.1.1.2.C.1 Identify basic elements of theater and describe their use in a variety theatrical performances.*

*VPA.1.1.2.C.2 Express stage directions, areas of the stage, basic stage movements, and parts of a script using correct theater terms.*

*VPA.1.1.2.C.3 Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling.*

*VPA.1.1.2.C.4 Describe the use of technical theatrical elements by examining examples of theatrical design in productions.*

*VPA.1.3.2.C.1 Portray characters when giving specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices.*

*VPA.1.3.2.C.2 Use voice and movement in solo, paired, and group pantomimes and improvisations.*

*VPA.1.3.2.C.3 Develop awareness of vocal range, personal space, and character-specific vocal and creative movement choices.*

6.1.5.Civics PD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).

6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions

9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology

HPE 2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments

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HPE 2.5.6.A.3 Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).

HPE 2.5.6.A.4 Use self-evaluation and external feedback to detect and correct errors in one's movement performance.

HPE 2.6.6.A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity

HPE 2.6.6.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness

### 21st Century Skills: Career Ready Practice Standards:

CRP1, CRP2, CRP4, CRP5, CRP6, CRP7, CRP 8, CRP9, CRP11

*\*Additional interdisciplinary connections to be determined during 2020-2021 Curriculum Development Periods\**

### KEY VOCABULARY

*Key vocabulary may include but are not limited to:*

**advocate, analyze, annotate, argumentative, claim, counterargument, debatable, evaluate, rebuttal, persuasive, perspective**

*To be determined during 2020-2021 Curriculum Development Periods*

### GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> <li>● <a href="#">WIDA Can Do Descriptors for Grades 4-5*</a></li> <li>● <a href="#">WIDA Essential Actions Handbook</a></li> <li>● <a href="#">FABRIC Paradigm</a></li> <li>● <a href="#">Wall Township ESL Grading Protocol</a></li> </ul> <p>*Use WIDA Can Do Descriptors in coordination with <a href="#">Student Language Portraits (SLPs)</a>.</p> <p><b>Potential Accommodations for ELLs</b></p> <ul style="list-style-type: none"> <li>● Personal glossary</li> <li>● Text-to-speech</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">New Jersey Tiered System of Supports</a></li> <li>● <a href="#">National Center on Universal Design for Learning - About UDL</a></li> <li>● <a href="#">UDL Checklist</a></li> <li>● <a href="#">UDL Key Terms</a></li> </ul> <p>Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504</p>	<ul style="list-style-type: none"> <li>● <a href="#">Knowledge and Skill Standards in Gifted Education for All Teachers</a></li> <li>● <a href="#">Pre-K-Grade 12 Gifted Programming Standards</a></li> <li>● <a href="#">Gifted Programming Glossary of Terms</a></li> </ul> <p><b>Potential Accommodations for Advanced Learners</b></p> <ul style="list-style-type: none"> <li>● Use of high level academic vocabulary/texts</li> <li>● Problem-based learning</li> <li>● Pre-assess to condense curriculum</li> </ul>

## Grade 5 ELA Curricular Framework - Reading Workshop

<ul style="list-style-type: none"> <li>● Extended time</li> <li>● Simplified / verbal instructions</li> <li>● Frequent breaks</li> <li>● Small group/One to one</li> <li>● Additional time</li> <li>● Review of directions</li> <li>● Student restates information</li> <li>● Extra visual and verbal cues and prompts</li> <li>● Preferential seating</li> <li>● Verbal and visual cues regarding directions and staying on task</li> <li>● Checklists</li> <li>● Immediate feedback</li> </ul>	<p>Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.</p> <p style="text-align: center;"><b>Potential Accommodations for Special Education</b></p> <p><b>Presentation accommodations:</b></p> <ul style="list-style-type: none"> <li>● Listen to audio recordings instead of reading text</li> <li>● Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge</li> <li>● Work with fewer items per page and/or materials in a larger print size</li> <li>● Use a visual blocker</li> <li>● Use visual presentations of verbal material, such as word webs and visual organizers</li> <li>● Be given a written list of instructions/picture cues</li> </ul> <p><b>Response accommodations:</b></p> <ul style="list-style-type: none"> <li>● Give responses in a form (oral or written) that's easier for him/her</li> <li>● Dictate answers to a scribe</li> <li>● Capture responses on an audio recorder</li> <li>● Use a spelling dictionary or electronic spell-checker</li> <li>● Use a word processor to give responses in class</li> </ul> <p><b>Setting accommodations:</b></p> <ul style="list-style-type: none"> <li>● Work or take a test in a different setting, such as a quiet room with few distractions</li> <li>● Sit where he/she learns best (for example, near the teacher)</li> <li>● Take a test in small group setting</li> </ul> <p><b>Timing accommodations:</b></p> <ul style="list-style-type: none"> <li>● Take more time to complete a task or a test</li> <li>● Have extra time to process oral information and directions</li> <li>● Take frequent breaks, such as after completing a task</li> </ul> <p><b>Assignment modifications:</b></p> <ul style="list-style-type: none"> <li>● Complete fewer or different homework problems than peers</li> <li>● Shorten assignment</li> <li>● Answer fewer or different test questions</li> </ul>	<ul style="list-style-type: none"> <li>● Interest-based research</li> <li>● Authentic problem-solving</li> <li>● Homogeneous grouping opportunities</li> </ul> <p style="text-align: center;"><b>Students with 504 Plans</b></p> <p>Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.</p>
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## Grade 5 ELA Curricular Framework - Reading Workshop

- Create alternate projects or assignments

### At Risk Learners / Differentiation Strategies

Alternative Assessments  
Choice Boards  
Games and Tournaments  
Group Investigations  
Guided Reading  
Learning Contracts  
Leveled Rubrics  
Literature Circles  
Multiple Texts  
Use of Collaboration of Various Activities  
Work Alone/Together

Independent Research & Projects  
Multiple Intelligence Options  
Project-Based Learning  
Varied Supplemental Activities  
Varied Journal Prompts or RAFT Writing  
Tiered Activities/Assignments  
Tiered Products  
Graphic Organizers  
Choice of Books/Activities  
Mini-Workshops to Reteach or Extend  
Think-Pair-Share by readiness or interest

Jigsaw  
Think-Tac-Toe  
Cubing Activities  
Exploration by Interest  
Flexible Grouping  
Goal-Setting with Students  
Homework Options  
Open-Ended Activities  
Use of Reading Buddies  
Varied Product Choices  
Stations/Centers

### READING - Instructional Best Practices

**RI.5.5.** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

- After reading multiple resources on a similar idea, students will identify the similarities and differences in the texts' concepts and information.
  - Prompts to Help You Compare & Contrast chart (Heinemann Online Resources - Unit 3, Session 18)
  - Elisha's Craft Move Comparison (Heinemann Online Resources - Unit 3, Session 18)
  - A Student Compares Three Sources (Heinemann Online Resources: Unit 3, Session 18)

**RI.5.9** Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

- After gathering research on a debatable topic, students will create an outline of facts from multiple sources (online and text). Students will participate in a class debate regarding their topic.
  - Lauren's Zoo Ban Debate (Heinemann Online Resources: Unit 3, Session 21)

RI.5.1, RI.5.2, RI.5.3, RI.5.4 - Notice & Note by Beers & Probst, introduces 6 signposts that alert readers to significant moments in their reading that signal them to read closely. This helps create attentive readers who look closely at a text, and interpret it responsibly and rigorously, then reflect on what it means to them (<https://www.heinemann.com/products/e04693.aspx>)

- [Notice & Note Nonfiction Signposts](#)
- [Nonfiction Notice & Note Student Worksheet](#)



## Grade 5 ELA Curricular Framework - Reading Workshop

- [Notice & Note Rubric](#)

### WRITING - Instructional Best Practices

**W.5.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- After gathering research on a debatable topic, students will write an opinion piece that focuses on providing their point of view with reasons and information. Students will provide a clear introduction paragraph, at least 2 body paragraphs, and a conclusion.
  - Drew's Shark Protection Argument (Heinemann Online Resources: Unit 3, Session 20)

### LANGUAGE - Instructional Best Practices

**L.5.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- Students will determine the meaning of unknown words or phrases by using context clues in their reading and annotating their work.
  - Examples of Annotated Articles (Heinemann Online Resources - Unit 3, Session 10)

## Grade 5 ELA Curricular Framework - Reading Workshop

### UNIT 4

Text Types: Literary and Informational  
 Writing Genres: Informative and Explanatory Writing, Narrative Writing  
 Unit Pacing: 4th Marking Period - **End of March - Middle of June**  
 TC Unit of Study: **Fantasy Book Clubs - The Magic of Themes & Symbols (Grade 5, Unit 4)**

#### READING

##### Critical Knowledge and Skills

*\*Italicized - spiraling skills throughout units*

**\*Bold - Focus skills of this unit**

##### RL.5.1/RI.5.1

- *Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read*
- *Make personal connections, make connections to other texts, and/or make global connections when relevant*
- *Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text*

##### RL.5.2

- *Identify the key details in a text*
- *Analyze the actions and thoughts of characters or speakers in texts, looking for patterns*
- *Identify the theme of the text*
- *Determine central message or theme*

##### RL.5.3

- *Examine texts to find similarities and differences, focusing on characters, setting, events, individuals, ideas, and concepts*
- *Refer to specific details in the text when finding the similarities and differences between two or more characters, individuals, settings, ideas, concepts, or events*

##### RL.5.4

#### WRITING

##### Critical Knowledge & Skills

*\*Italicized - spiraling skills throughout units*

**\*Bold - Focus skills of this unit**

##### W.5.3

- *Compose a story hook to engage the reader*
- *Establish the story's background or situation*
- *Introduce a narrator and/or characters*
- *Purposefully arrange events to make the story flow*
- *Use dialogue and description to develop experiences and events*
- *Show the responses of characters to situations, when appropriate*
- *Use a variety of transitional words and phrases to manage the sequence of events*
- *Use concrete words and phrases to relay story details*
- *Use sensory details to convey experiences and events precisely*
- *Provide a conclusion that follows from the narrated experiences or events*

##### W.5.5

- *Practice revising and editing skills*
- *Change word choice and sentence structure in writing to strengthen the piece*
- *Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing*
- *Recognize spelling, grammar, and punctuation errors*

## Grade 5 ELA Curricular Framework - Reading Workshop

- *Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)*
- *Identify metaphors and similes*
- *Analyze similes and metaphors in text and how it impacts the reader*

### *RL.5.5*

- *Identify how a text is organized (i.e.: chronological, comparative, cause/effect, etc)*
- *Explain how the text organization (i.e.: chapters, scenes, stanzas, concepts, ideas, events) fit into the overall structure of a text*

### *RL.5.6*

- *Identify the narrator's point of view*
- *Explain how the point of view impacts the events in the text*

### *RL.5.7*

- *Synthesize information from multiple sources*
- *Use media efficiently to answer questions and to solve problems*

### *RL.5.9*

- *Find similarities and differences in themes and topics when reading stories of the same genre*
- *Connect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge)*
- *Identify the similarities and differences in the structure (e.g., the quest) of various traditional texts (e.g. stories, myths, and traditional literature from different cultures)*

### *RL.5.10*

- *Read and understand a wide range of informational and literary texts within the grade text level efficiently by the end of the year*
- *Develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts*
- *Read texts with scaffolding as needed*

### *RI.5.2*

- *Summarize the key points of a text*
- *Identify details to support the main idea*

- *Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)*

### *W.5.6*

- *Use digital tools to collaborate on written works*
- *Ask for guidance when appropriate*
- *Use technology for producing and publishing writing, and collaborating with others*
- *Demonstrate keyboarding skills*

### *W.5.7*

- *Research a topic through investigation of the topic*
- *Explore a topic in greater detail by developing a research question that helps bring focus to the topic*
- *Gather information from multiple sources to support a topic*
- *Select relevant information from texts to support main ideas or claims*
- *Group like ideas to organize writing*

### *W.5.8*

- *Locate information from print and digital sources*
- *Integrate information from personal experiences*
- *Include a list of sources used*
- *Take notes on information gathered from the sources to support the topic*
- *Synthesize information to avoid plagiarism*
- *Organize information into categories*

### *W.5.9*

- *Use reading literary and informational text to research and investigate topics*
- *Write a thesis statement*
- *Cite specific details in literary text when finding the similarities and differences between two or more characters, settings or events*
- *Explain how an author uses proof to support a point in informational text*
- *Prove each point with evidence from the text*
- *Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject*

## Grade 5 ELA Curricular Framework - Reading Workshop

<ul style="list-style-type: none"> <li>• <i>Identify at least two main ideas in informational texts</i></li> <li>• <i>Explain how the author supports main ideas in informational text with key details</i></li> </ul> <p>RI.5.3</p> <ul style="list-style-type: none"> <li>• <i>Identify the relationships or interactions between people, places and ideas in text</i></li> <li>• <i>Explain the relationship to analyze the text</i></li> </ul>	
<p><b>LANGUAGE</b>  <b>Critical Knowledge &amp; Skills</b>  <i>*Italicized - spiraling skills throughout units</i>  <b>*Bold - Focus skills of this unit</b></p>	<p><b>SPEAKING AND LISTENING</b>  <b>Critical knowledge and Skills</b>  <i>*Italicized - spiraling skills throughout units</i>  <b>*Bold - Focus skill of this unit</b></p>
<p>L.5.1</p> <ul style="list-style-type: none"> <li>• <i>Define conjunctions, prepositions, and interjections</i></li> <li>• <i>Identify conjunctions, prepositions, and interjections in sentences</i></li> <li>• <i>Explain the purpose of conjunctions, prepositions, and interjections in sentences</i></li> <li>• <i>Identify the tense of verbs</i></li> <li>• <i>Identify perfect verb tenses in writing</i></li> <li>• <i>Conjugate verbs using the perfect verb tenses</i></li> </ul> <p>L.5.2</p> <ul style="list-style-type: none"> <li>• <i>Define and identify items in a series</i></li> <li>• <i>Separate items in a series using appropriate punctuation</i></li> <li>• <i>Spell grade-appropriate words correctly</i></li> <li>• <i>Use references as needed to aid in spelling</i></li> </ul> <p>L.5.3</p> <ul style="list-style-type: none"> <li>• <i>Identify sentences in writing that need revision</i></li> <li>• <i>Revise writing by expanding, combining, and reducing sentences</i></li> <li>• <i>Determine similarities and differences in the presentation of English used in stories</i></li> </ul> <p>L.5.4</p>	<p>SL.5.1</p> <ul style="list-style-type: none"> <li>• <i>Use previous knowledge to expand discussions about a topic</i></li> <li>• <i>Engage in conversations about grade-appropriate topics and texts</i></li> <li>• <i>Participate in a variety of rich, structured conversations</i></li> <li>• <i>Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer</i></li> <li>• <i>Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)</i></li> </ul> <p>SL.5.2</p> <ul style="list-style-type: none"> <li>• <i>Identify the key points and supporting details of a text presented orally</i></li> <li>• <i>Summarize a written text read aloud or information presented in multiple formats</i></li> </ul> <p>SL.5.3</p> <ul style="list-style-type: none"> <li>• <i>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence</i></li> </ul> <p>SL.5.4</p> <ul style="list-style-type: none"> <li>• <i>Report on a topic or text, telling a story, or recounting an event in an organized, logical manner</i></li> <li>• <i>Present information orally and in coherent, spoken sentences</i></li> <li>• <i>Use an appropriate pace when presenting</i></li> <li>• <i>Present and logically support personal opinions</i></li> </ul>

## Grade 5 ELA Curricular Framework - Reading Workshop

<ul style="list-style-type: none"> <li>• <i>Decipher the meanings of words and phrases by using sentence context</i></li> <li>• <i>Identify the purpose and use of glossaries and dictionaries</i></li> <li>• <i>Determine the structure of glossaries and dictionaries</i></li> <li>• <i>Use both print and digital glossaries and dictionaries to define and clarify words</i></li> </ul> <p>L.5.5</p> <ul style="list-style-type: none"> <li>• <i>Identify similes and metaphors in text</i></li> <li>• <i>Infer the meaning of simple similes and metaphors</i></li> <li>• <i>Identify idioms, adages, and proverbs in text</i></li> <li>• <i>Explain the meaning of common idioms, adages, and proverbs</i></li> <li>• <i>Determine synonyms and antonyms of words to show meaning</i></li> <li>• <i>Identify and explain the difference in meanings in related words, like homographs</i></li> </ul> <p>L.5.6</p> <ul style="list-style-type: none"> <li>• <i>Use 5th grade vocabulary fluently when discussing academic or domain-specific topics</i></li> <li>• <i>Choose the most accurate word when describing contrast, addition, or other relationships</i></li> <li>• <i>Choose the most accurate word when discussing a particular topic</i></li> <li>• <i>Use knowledge of conjunctions to broaden vocabulary</i></li> </ul>	<p>SL.5.5</p> <ul style="list-style-type: none"> <li>• <i>Identify main ideas and themes of a presentation</i></li> <li>• <i>Combine audio recordings and visual displays when appropriate to enhance the development of main ideas or themes</i></li> </ul> <p>SL.5.6</p> <ul style="list-style-type: none"> <li>• <i>Speak for a variety of purposes</i></li> <li>• <i>Distinguish between formal and informal discourse</i></li> <li>• <i>Adapt speech to a variety of contexts and tasks</i></li> </ul>
<p><b>RESOURCES &amp; ASSESSMENTS</b></p>	<p><b>TECHNOLOGY INTEGRATION</b></p>
<p style="text-align: center;"><i>Dependent on <a href="#">Assessment Calendar</a></i></p> <ul style="list-style-type: none"> <li>• TC Reading Unit 4 Assessments (Pre &amp; Post)</li> <li>• Conference Notes</li> <li>• Teacher Created Standards-based Assessments</li> <li>• Small Group Observations</li> <li>• Fountas &amp; Pinnell Benchmark Reading Assessment</li> <li>• Running Record Reading Assessment</li> <li>• Measuring Up Reading Benchmark Assessment</li> </ul>	<p>The following programs, websites, and resources are integrated throughout each unit to give students the opportunity to use technology to read, research, write, and practice learned skills.</p> <ul style="list-style-type: none"> <li>• Google Classroom</li> <li>• Google Docs</li> <li>• Google Slides</li> <li>• SeeSaw</li> <li>• Raz-Kids</li> <li>• Learning Ally</li> <li>• Reading A-Z</li> </ul>

## Grade 5 ELA Curricular Framework - Reading Workshop

- Formative Words Their Way assessments

Visit the online resources section of <https://www.heinemann.com> for electronic versions of each; links have been included for those resources that are not available on the Heinemann site.

### Read Aloud Texts:

- [The Thief of Always](#) by Clive Barker (Idea + Design Works)
- [The Paper Bag Princess](#) by Robert Munsch (Firefly Books)
- [Mufaro's Beautiful Daughters](#) by John Steptoe (Penguin)

### Demonstration Texts:

- [The Thief of Always](#) by Clive Barker (Idea + Design Works)
- **Lord of the Rings**, [movie trailer](#)
- **The Hunger Games**, [video trailer](#)
- **Harry Potter and the Sorcerer's Stone**, [video trailer](#)
- **The Lion, the Witch, and the Wardrobe**, [video trailer](#)
- **The Lion, the Witch, and the Wardrobe when Lucy meets Mr. Tumnus video clip** (or a video clip where a character learns from others)
- **Harry Potter and the Deathly Hallows, Part 2** [Snape's memories Part 1 video clip](#)
- **Image of the Carta Marina** - Heinemann Online Resources
- **Image of the Hunt-Lenox globe**
- **The Paper Bag Princess** by Robert Munsch (Firefly Books)
- **The Hobbit**, video clip
- **The Story of Ruby Bridges** by Robert Coles (Scholastic) (or another historical text that contains a theme that could be applicable to a fantasy text)
- **I Am Rosa Parks** by Rosa Parks and Jim Haskins (Penguin) (or another historical text that contains a theme that could be applicable to a fantasy text)
- **Mufaro's Beautiful Daughters** by John Steptoe (Penguin)
- **"Great Zimbabwe (eleventh - fifteenth centuries) from Heilbrunn**

- Readworks
- Newsela
- BrainPop
- Storyworks
- Freckle
- Superscience

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**Timeline of Art History** ([www.metmuseum.org](http://www.metmuseum.org)) Heinemann Online Resources

- **“Jabberwocky”** by Lewis Carroll from The Random House Book of Poetry for Children (Random House) - Heinemann Online Resources
- **St. George Slays the Dragon, 1378-84** by Altichiero da Zevio - Heinemann Online Resources
- **The Maiden and the Unicorn, 1602** by Domenichino - Heinemann Online Resources
- **“United Airlines, Dragon”** commercial - Heinemann Online Resources

Suggested Texts for Book Clubs:

- Levels T/U (readers at benchmark)
  - Animorphs by K. A. Applegate (T–U) (Scholastic)
  - Gregor the Overlander by Suzanne Collins (U–V) (Scholastic)
  - Books of Ember by Jeanne DuPrau (R–U) (Random House)
  - Warriors by Erin Hunter (R–T) (HarperCollins)
  - The Chronicles of Narnia by C. S. Lewis (T–V) (HarperCollins)
  - Percy Jackson and the Olympians by Rick Riordan (U–W) (Penguin)
  - Deltora Quest by Emily Rodda (R–T) (Scholastic)
  - Rowan of Rin by Emily Rodda (T–V) (HarperCollins)
  - Harry Potter by J. K. Rowling (U–Z) (Scholastic)
  - The Edge Chronicles by Paul Stewart (R–U) (Random House)
- Levels M - S (readers below benchmark)
  - The Secrets of Droon by Tony Abbott (M–O) (Scholastic)
  - The Spiderwick Chronicles by Tony DiTerlizzi and Holly Black (Q–R) (Simon & Schuster)
  - Books of Ember by Jeanne DuPrau (R–U) (Random House)
  - Warriors by Erin Hunter (R–T) (HarperCollins)
  - The Dragon Slayers' Academy by Kate McMullan (N–P) (Grosset & Dunlap)
  - Deltora Quest by Emily Rodda (R–T) (Scholastic)
  - The Edge Chronicles by Paul Stewart (R–U) (Random House)

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- Levels V - Z (readers above benchmark)
  - Artemis Fowl by Eoin Colfer (W–X) (Hyperion)
  - Gregor the Overlander by Suzanne Collins (U–V) (Scholastic)
  - Redwall by Brian Jacques (Y–Z) (Penguin)
  - The Chronicles of Narnia by C. S. Lewis (T–V) (HarperCollins)
  - The Golden Compass by Phillip Pullman (Y–Z) (Random House)
  - Percy Jackson and the Olympians by Rick Riordan (U–W) (Penguin)
  - Rowan of Rin by Emily Rodda (T–V) (HarperCollins)
  - Harry Potter by J. K. Rowling (U–Z) (Scholastic)

### Other Teaching Resources:

- Fictional Reading Progression - Heinemann Online Resources
- Notice and Note: Strategies for Close Reading by Kylene Beers and Bob Probst (Heinemann)
- The Reading Strategies Book by Jennifer Serravallo (Heinemann)
- Understanding Texts & Readers by Jennifer Serravallo (Heinemann)
- Maps by Aleksandra Mizielinska and Daniel Mizielinski (Candlewick Press)
- Reading for Their Life: (Re)Building the Textual Lineages of African American Adolescent Males by Alfred Tatum (Heinemann)
- Teaching Reading to Black Adolescent Males by Alfred Tatum (Stenhouse)

The link below contains titles listed by grade level that are excellent examples of books that reflect African and African-American characters in positive, authentic ways:

[The Amistad Commission's Literacy Components for Primary Grades](#)

The links below contain resources from the NJDOE Holocaust Commission on teaching about Holocaust/Genocide, Prejudice, and Bullying:

[Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL \(K-5\)](#)



## Grade 5 ELA Curricular Framework - Reading Workshop

[Caring Makes a Difference: K- 4 Lessons on Friendship, Respect, and Tolerance](#)

**HPE Resources for Brain Breaks: Must total no less than 30 minutes/wk**

- Go Noodle - <https://www.gonoodle.com/>
- Just Dance - <https://justdancenow.com/>
- Yoga poses - <https://www.yogajournal.com/poses/yoga-for/kids>

### INTERDISCIPLINARY / 21st CENTURY CONNECTIONS

*Interdisciplinary connections may include but are not limited to:*

**Readers' Theater and dramatic readings of writing pieces incorporating the following standards:**

*VPA.1.1.2.C.1 Identify basic elements of theater and describe their use in a variety theatrical performances.*

*VPA.1.1.2.C.2 Express stage directions, areas of the stage, basic stage movements, and parts of a script using correct theater terms*  
*VPA.1.1.2.C.3 Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling.*

*VPA.1.1.2.C.4 Describe the use of technical theatrical elements by examining examples of theatrical design in productions.*

*VPA.1.3.2.C.1 Portray characters when giving specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices.*

*VPA.1.3.2.C.2 Use voice and movement in solo, paired, and group pantomimes and improvisations.*

*VPA.1.3.2.C.3 Develop awareness of vocal range, personal space, and character-specific vocal and creative movement choices.*

6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

6.1.5.CivicsCM.4: Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology

9.4.5.TL.5: Collaborate digitally to produce an artifact

HPE 2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments

## Grade 5 ELA Curricular Framework - Reading Workshop

- HPE 2.5.6.A.3 Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).
- HPE 2.5.6.A.4 Use self-evaluation and external feedback to detect and correct errors in one's movement performance.
- HPE 2.6.6.A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity
- HPE 2.6.6.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness

### 21st Century Skills: Career Ready Practice Standards:

CRP1, CRP2, CRP4, CRP6, CRP7, CRP 8, CRP9, CRP11, CRP12

*\*Additional interdisciplinary connections to be determined during 2020-2021 Curriculum Development Periods\**

### KEY VOCABULARY

*Key vocabulary may include but are not limited to:*

**Fantasy, theme, quest, evidence, internal, external, compare, metaphor, master narrative, counter narrative**

*To be determined during 2020-2021 Curriculum Development Periods*

### GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> <li>● <a href="#">WIDA Can Do Descriptors for Grades 4-5*</a></li> <li>● <a href="#">WIDA Essential Actions Handbook</a></li> <li>● <a href="#">FABRIC Paradigm</a></li> <li>● <a href="#">Wall Township ESL Grading Protocol</a></li> </ul> <p>*Use WIDA Can Do Descriptors in coordination with <a href="#">Student Language Portraits (SLPs)</a>.</p> <p><b>Potential Accommodations for ELLs</b></p> <ul style="list-style-type: none"> <li>● Personal glossary</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">New Jersey Tiered System of Supports</a></li> <li>● <a href="#">National Center on Universal Design for Learning - About UDL</a></li> <li>● <a href="#">UDL Checklist</a></li> <li>● <a href="#">UDL Key Terms</a></li> </ul> <p>Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is</p>	<ul style="list-style-type: none"> <li>● <a href="#">Knowledge and Skill Standards in Gifted Education for All Teachers</a></li> <li>● <a href="#">Pre-K-Grade 12 Gifted Programming Standards</a></li> <li>● <a href="#">Gifted Programming Glossary of Terms</a></li> </ul> <p><b>Potential Accommodations for Advanced Learners</b></p> <ul style="list-style-type: none"> <li>● Use of high level academic vocabulary/texts</li> <li>● Problem-based learning</li> </ul>

## Grade 5 ELA Curricular Framework - Reading Workshop

<ul style="list-style-type: none"> <li>● Text-to-speech</li> <li>● Extended time</li> <li>● Simplified / verbal instructions</li> <li>● Frequent breaks</li> <li>● Small group/One to one</li> <li>● Additional time</li> <li>● Review of directions</li> <li>● Student restates information</li> <li>● Extra visual and verbal cues and prompts</li> <li>● Preferential seating</li> <li>● Verbal and visual cues regarding directions and staying on task</li> <li>● Checklists</li> <li>● Immediate feedback</li> </ul>	<p>differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.</p> <p style="text-align: center;"><b>Potential Accommodations for Special Education</b></p> <p><b>Presentation accommodations:</b></p> <ul style="list-style-type: none"> <li>● Listen to audio recordings instead of reading text</li> <li>● Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge</li> <li>● Work with fewer items per page and/or materials in a larger print size</li> <li>● Use a visual blocker</li> <li>● Use visual presentations of verbal material, such as word webs and visual organizers</li> <li>● Be given a written list of instructions/picture cues</li> </ul> <p><b>Response accommodations:</b></p> <ul style="list-style-type: none"> <li>● Give responses in a form (oral or written) that's easier for him/her</li> <li>● Dictate answers to a scribe</li> <li>● Capture responses on an audio recorder</li> <li>● Use a spelling dictionary or electronic spell-checker</li> <li>● Use a word processor to give responses in class</li> </ul> <p><b>Setting accommodations:</b></p> <ul style="list-style-type: none"> <li>● Work or take a test in a different setting, such as a quiet room with few distractions</li> <li>● Sit where he/she learns best (for example, near the teacher)</li> <li>● Take a test in small group setting</li> </ul> <p><b>Timing accommodations:</b></p> <ul style="list-style-type: none"> <li>● Take more time to complete a task or a test</li> <li>● Have extra time to process oral information and directions</li> <li>● Take frequent breaks, such as after completing a task</li> </ul> <p><b>Assignment modifications:</b></p> <ul style="list-style-type: none"> <li>● Complete fewer or different homework problems than peers</li> <li>● Shorten assignment</li> </ul>	<ul style="list-style-type: none"> <li>● Pre-assess to condense curriculum</li> <li>● Interest-based research</li> <li>● Authentic problem-solving</li> <li>● Homogeneous grouping opportunities</li> </ul> <p style="text-align: center;"><b>Students with 504 Plans</b></p> <p>Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.</p>
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## Grade 5 ELA Curricular Framework - Reading Workshop

- Answer fewer or different test questions
- Create alternate projects or assignments

### At Risk Learners / Differentiation Strategies

Alternative Assessments  
 Choice Boards  
 Games and Tournaments  
 Group Investigations  
 Guided Reading  
 Learning Contracts  
 Leveled Rubrics  
 Literature Circles  
 Multiple Texts  
 Use of Collaboration of Various Activities  
 Work Alone/Together

Independent Research & Projects  
 Multiple Intelligence Options  
 Project-Based Learning  
 Varied Supplemental Activities  
 Varied Journal Prompts or RAFT Writing  
 Tiered Activities/Assignments  
 Tiered Products  
 Graphic Organizers  
 Choice of Books/Activities  
 Mini-Workshops to Reteach or Extend  
 Think-Pair-Share by readiness or interest

Jigsaw  
 Think-Tac-Toe  
 Cubing Activities  
 Exploration by Interest  
 Flexible Grouping  
 Goal-Setting with Students  
 Homework Options  
 Open-Ended Activities  
 Use of Reading Buddies  
 Varied Product Choices  
 Stations/Centers

### READING - Instructional Best Practices

**RL.5.3.** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

- Students will read two fantasy texts in order to identify evidence from the text to compare and contrast two characters.
  - Gender Roles in Narnia (Heinemann Online Resources - Unit 4, Session 18)
  - Morgan Considers Character Traits (Heinemann Online Resources, Unit 4, Session 19)

Book Club Resources:

- [Grade 5 Book Club Conversations](#)
- [Reading Partner Task Mat](#)

RL.5.1, RL.5.2, RL.5.3, RL.5.4 - Notice & Note by Beers & Probst, introduces 6 signposts that alert readers to significant moments in their reading that signal them to read closely. This helps create attentive readers who look closely at a text, and interpret it responsibly and rigorously, then reflect on what it means to them (<https://www.heinemann.com/products/e04693.aspx>)

- [Notice & Notice - Fiction Signposts](#)
- [Notice & Notice Signpost Rubric](#)

### WRITING - Instructional Best Practices

## Grade 5 ELA Curricular Framework - Reading Workshop

**W.5.3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- After completing a fantasy novel, students will be asked to rewrite the ending of the story thinking about all they have learned about the characters, setting, problem and solution.

[Hogwarts Digital Escape Room](#)

### LANGUAGE - Instructional Best Practices

**L.5.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Students will determine the meaning of words in a text while referring to the anchor chart “Definitions of Metaphor and Allegory” (Heinemann Online Resources - Unit 4, Session 15)